

Budget

Plain Local (049932) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (289)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	777,265.00	268,095.00	3,139,500.00	0.00	4,184,860.00
Support Services		220,000.00	52,960.00	0.00	0.00	0.00	0.00	272,960.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		133,285.00	21,325.00	118,795.00	0.00	0.00	0.00	273,405.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
Total		353,285.00	74,285.00	901,060.00	268,095.00	3,139,500.00	0.00	4,736,225.00
Adjusted Allocation								0.00
Remaining								-4,736,225.00

Application

Plain Local (049932) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (289)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:

Eagle Experience: Eliminating Barriers, Bridging Success

2. Executive summary: Please limit your responses to no more than three sentences.

Our project calls for the design of an innovative infrastructure of bridges that will provide at risk, underperforming, on level, and high performing students passage across the three most prevalent obstacles impeding their ability to achieve at the highest levels: 1) How they learn; 2) When they learn; and 3) Where they learn.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2730 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant

Brent May

Organizational name of lead applicant

Plain Local Schools

Address of lead applicant

901 44th St NW, Canton OH 44709

Phone Number of lead applicant

330-492-3500

Email Address of lead applicant

mayb@plainlocal.org

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Researchers have long recognized that three of the very foundational structures on which our educational system has been built serve as some of the largest barriers in student achievement. Our traditional educational delivery system has not kept up with today's change of pace, and our classrooms do indeed look like they did decades ago. It is the limited scope used in the way we traditionally attend to the basic building blocks of the "how" in student learning as well as the "when" and the "where" in student learning that impede the very process we are intending to foster. We can no longer accept the "status quo" attitude toward these core foundational structures of our educational delivery system as we know this to be a very real problem and not a policy open for debate. The Straight A Fund provides us with an unprecedented opportunity to take on the "status quo" and to design an innovative educational delivery system which bridges what we know serves as barriers in our students' achievement. Our design will focus on eliminating these barriers for all of our learners through the use of "Building Bridges" and transcending the "when", the "where" and the "how" barriers that exist along the path of student achievement for all. "When" Bridges: Transcend the time restraints found within a traditional school day to provide students additional time to access learning opportunities. "Where" Bridges: Transcend the boundaries found within restricting the access to learning and the demonstration of learning to our school buildings. "How" Bridges: Transcend the parameters of how we traditionally expect students to learn and will require our students and our staff to "power-up" when they walk through our schoolhouse gates instead of "powering-down".

The proposed innovation and how it relates to solving the problem or improving on the current state.

Eagle Experience: Eliminating Barriers, Bridging Success. Through the lessons learned from our relationship with Ohio State University's Pathway to Pipeline grant, we found that the barriers that are prevalent in our underrepresented students (URS) during their middle school years are still barriers impacting students well into graduate school often limiting their success. Stated frankly, many students across the nation were unable to make seamless transitions from middle school to high school, from high school to college and from college to graduate school without intervention becoming more costly and damaging. These programs served as a fifth-year of college (remediation) costing, in some cases, in excess of \$70,000. Many of the students' skill deficits were identifiable as early as 7th grade. We believe that if we are able to identify, track and intervene immediately, we could eliminate these barriers. The bridges will serve as supports for all students. These bridges are designed to address three distinct kinds of students that require different types of bridges: 1) At-risk students lacking hope, confidence, mentorship and skills/content. Our goal is to establish a comprehensive educational approach that will target underrepresented students and provide more opportunities for these students to take Honor level classes and ensure success in four-year competitive colleges and universities without the need for remediation instilling hope and confidence through mentorship and addressing skills deficits, re-teaching and pre-teaching concepts. 2) Underperforming students lacking confidence and mentorship who need re-teaching and/or pre-teaching of future concepts that with support and encouragement could take more rigorous courses (Honors). Our Intent is to instill confidence through mentorships, re-teaching to strengthen understanding and pre-teaching in preparation for the future. Unfortunately many of these students never reach their full academic potential. We believe that this happens in part because of a lack of confidence, peer pressure and under representation. 3) On Level/High Achieving: Students needing content-extension/strengthening, internships and encouragement and access to extend their learning (AP,DC,PSEO). During the last 5 years we have had varied success with getting our "best in class" students accepted into highly competitive colleges. We believe that this is largely due to limited knowledge of the competitive process of college acceptance, but also a lack of oversight on our part to properly identify, monitor and help families select colleges. We will be able to better prepare our highest achieving students with 24 hour online curriculum access, 45 minute bridge periods after school, preferred college recruiting visits and a college coach. The comprehensive list of Bridges is designed to enable students to reach their ultimate success. To remove these barriers, the following three bridges must be built: 1) How students learn: On-going mentors; provide a summer "Bridge Program" on a college campus with a college professor; 24-Hour Online curriculum access; targeted recruiting from competitive colleges using Naviance; and, convenient ACT prep provided by Naviance 2) When students learn: Summer Bridge tutoring and mentoring; after school Bridge tutoring and mentoring; and, within school day Bridge Program targeting Reading and Math. 3) Where students learn: Small classrooms; groups lead by specialist and counselors and community partners; college campuses; online; digital devices; Middle and High Schools; and, real world experiences.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Student achievement and growth is maximized when learning needs are met in an on-demand fashion. It is like trying to solve a crime 186 days after the theft occurred. Often we have summer programs that occur as much as 18 weeks after a student has failed to master the content. This system is flawed! We should provide immediate access to learning as we would expect immediate attention to medical needs. We continually fail to provide this due to supply and demand. Through our innovative project, we will provide immediate supports to all students to ensure mastery learning. As a result of our efforts we expect higher levels of achievement in the following: 7th - 12th grade math and English Language Arts courses; the average of our AP Exam scores as well as the average of those scores; the percent of students

obtaining a passing score on our AP Exams; ACT Quality Core End of Course (eventually Next Gen assessments) scores; PSAT scores at the high school level; improved student growth as measured by state value add data; students attaining state diploma with honors; graduates enrolling in college; COMPASS scores; and, students participating in PSAT testing beginning at the 8th grade level. As a result of our efforts we expect a reduction in the following: failure rates; college remediation rates; and, drop-out rates. 24-Hour access to rigorous content is imperative to today's 21st century learner. Implementing online textbooks in our core courses, backed by extensive research and adaptable enough to meet the future changes in our state standards is vital. We believe that PLATO curriculum designed by Edmentum and Florida Virtual's course content will provide our diverse learners with 24-hour access to rigorous content that will increase students' achievement. Both systems offer student diagnostic capabilities that will prescribe customized content to meet our individual student needs while enabling students, parents and teachers to monitor their growth. By bringing real-life context and technology to the curriculum through a problem based learning (PBL) approach, students are encouraged to become independent workers, critical thinkers and lifelong learners. Teachers can communicate with administrators, exchange ideas with other teachers and subject-area experts and communicate with parents all the while breaking down invisible barriers such as isolation of the classroom, fear of embarking on an unfamiliar process and lack of assurances of success. PBL is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning they will form the basis for the way they will work with others in their adult lives. Staff will be required to have a multitude of social skills that force collaboration, teamwork and goal setting. All of these skills will naturally lead our students to creating solutions to real-world problems in ways that do not currently exist. Community businesses and community agencies have agreed to volunteer their time in our classrooms to share their journey. These authentic speakers help our students understand and connect with local businesses and professionals that share their similar goals.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Salary and Benefit: The purchase of Plato for GlenOak High School (GOHS) for all students will mean that the district will no longer need to employ a full time aide to run a Plato lab. This will save \$14,755 per year in salaries. The district will save \$10,086 in benefits due to the staff member reduction in each of the five years. In addition to the Plato lab at GOHS, the district will no longer have to staff four "general" computer labs at Oakwood Middle School (OWMS). This will allow staff to spend their time doing much more meaningful organized instruction for students. Purchased Services: Copier costs at GOHS and OWMS will be reduced by 25% (savings of \$2,023) in FY16 and 50% in FY17-FY20 (savings of \$4,047 per year). This reduction is due to the ability to take tests online to ready students for state online testing. Plato and Florida Virtual will be used in place of paper worksheets to supplement instruction for about 2,730 students daily. Supplemental Instruction: The district will no longer need to purchase Study Island at OWMS or GOHS as it will move to Florida Virtual and Plato for this type of supplemental instruction. This will save \$17,723 a year. Digital Textbooks Conversion: The district will save funds due to moving to online textbooks for several courses. In FY16 we would not spend the planned \$72,050 for Spanish I & II. In FY17 we will move to digital math (Algebra) courses at GOHS and save \$143,236. And in FY18 we will move to digital math texts at 7th & 8th grade instead of the planned textbook replacement which would have cost \$74,554. In total, this conversion to digital textbooks saves us \$289,840. Overall Operating Efficiencies: The district will also see great gains in efficiencies from our counseling staff from the use of Naviance. Counselors will be able to accomplish tasks that took hours in the past in minutes with this tool and students and parents will be able to gather much needed information immediately. (One example will be the generation of transcripts, and specific university requirements).

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

4,736,225.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget is based strictly on the needs as determined by the theme and goals of the grant application. We believe that the 1:1 computer initiative is critical. The budget includes purchasing 2,920 MacBooks for students and staff from grades 7-12 so that they can learn all year long 24 hours a day. The cost for the computers is \$2,699,082. We have done hundreds of hours of research on this project as this has been a goal for several years. This grant would afford us the opportunity to implement a well thought out plan to reach today's students in the manner in which they learn. We have consulted with a number of professionals in higher education who have stressed to the district how critical it is to have the STEM labs (grades 7-12) and our other labs such as Engineering, Nursing and Biology mimicking those of University Campuses so that our students are ready for higher education or careers. The grant budget includes funding for equipment so district labs will meet those standards. The total budget for equipment also includes the necessary storage carts and switches. In all, this area of the request is \$3,139,500. We realize that the equipment will only be effective if it is used properly and instruction is changed, so a large part of our budget is allocated to the successful implementation of this Eagle Experience. We have included \$220,000 on the salary line item and \$52,960 in the benefit column to cover the costs for personnel. Our vision is to have one full time staff member working during the grant year to assure the successful implementation of this project in addition to the implementation team. We will also have two lead staff members at each grade level to help integrate this new way of teaching and learning. The district is totally committed to the success of this endeavor. We feel that professional development of every staff member involved (190 people) is crucial so we have allocated \$154,610 in salary and benefits for extended time and substitute wages to allow for the professional development time. We have also allocated \$118,795 in purchased services to pay for the actual professional development. In the supply area of the budget we are asking for \$268,095. This request includes cases for the MacBooks (\$139,300) as well as supplies for the STEM classrooms which were suggested by the university professors as part of their redesign. A large portion of them would be allocated to the Biology program (\$64,251). The total request for purchased services which includes professional development listed above is \$901,060. The remainder of that category is the Macbooks Square Trade coverage of \$584,000. We feel that this is important and sustainable after the grant period as our parents who now have students in 5th & 6th grades with I pads paying a \$50 fee for insurance. We also need to purchase Florida Virtual Schools for \$40,000 and Naviance for grades 7-12 at a cost of \$70,095 in order to allow online learning and provide our students the needed tools. We have back up documentation for every budget item listed and all numbers given here, in the CCIP budget grid and on the FIT which is verifiable.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

1) Naviance: Professional development is included in the price. Ongoing PD will be provided to Principals and Counselors. The grant will fund the up front cost of Naviance for a 5-year period. For the first four years after the grant there will be no cost to use the Naviance program. In the 6th year after the grant the renewal cost of Naviance will be offset by a yearly reduction of textbook cost as we will have transitioned to a blended learning delivery in all of our core content classes. This will have greatly reduced the amount of money that we will need to spend annually on textbooks. These renewal costs of Naviance will be further offset by the elimination of Study Island which is an online learning support for our four core contents. This will no longer be needed due to the increased utilization of PLATO and Florida Virtual both of which are resources to which we already have access. To summarize, one textbook movement to online versus replacement will more than cover any additional Naviance renewal cost and the district will be continuing the migration to online texts in FY20 which is the only year in question. 2) Florida Virtual: We currently already pay a fee of approximately \$2,000 annually to the Stark Portage Area Computer Consortium (SPARCC) for access to over 40 online courses through Florida Virtual. With the proposed purchase of the two additional courses, we will have to pay the Online Learning Consortium managed by the Stark/Portage Computer Consortium (SPARCC) an additional \$50 per year for maintenance.

This will not begin until after the five years of the grant have expired. To summarize the only added cost is an additional \$50 per year starting in FY20. 3) Laptop Computers Replacement Costs: Elimination of at least eight computer labs in grades 7-12, along with the cost of regularly updating the technology in these labs, will help offset the yearly replacement cost of approximately 450 laptop computers to support our 1:1 technology initiative. This yearly replacement of approximately 450 laptops for one grade level of students will begin approximately five years after our grant period begins. To summarize, the district has had a technology budget for many years and that will continue. The focus will be turned to the primary levels if this grant is received as we have great needs district wide for updates. Once replacements of the Straight A machines are needed, the equipment budget will be prioritized for those replacements. This is not an additional cost to the district. 4) Laptop Computers Insurance: Will be provided by Square Trade for the first three years. The cost of insuring the items will be passed to parents. Insurance providers require products to be in new condition. Due to the grant specifications, we will need to begin insurance upon purchase. No new cost to district. 5) Summer Bridge: Currently Stark State College has agreed to provide six weeks of summer Bridge Program at Stark State at no cost to our school district. 6) Launch Outs: Ohio State University is currently providing yearly transportation costs for 120 STEM students to visit their campus. The partnership currently has \$9000 designed to cover transportation costs, mentorships and college access. Our other partners have agreed to provide future transportation costs at no cost to the district. University of Mount Union has also agreed to provide the same experience beginning this year at no cost to our school district. 7) Mentoring: Community Services of Stark County has agreed to provide job skills, mentoring and summer employment for 20 targeted at-risk students. We are providing them with office space and easy access to our students. 8) Professional development will be funded through the grant. Ongoing professional development will be provided through our county office and in accordance to the funds currently allocated in our five year forecast.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

46,611.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The purchase of Plato for GlenOak High School (GOHS) for all students will mean that the district will no longer need to employ a full time aide to run a Plato lab. This will save \$14,755 per year in salaries. The district will save \$10,086 in benefits due to the staff member reduction in each of the five years. (The district is large and has open unfilled positions so there can truly be a position reduction.) Copier costs at GOHS and Oakwood Middle School (OWMS) will be reduced by 25% (savings of \$2,023) in FY16 and 50% in FY17-FY20 (savings of \$4,047 per year). This reduction is due to the ability to take tests online to ready students for state online testing. Plato and Florida Virtual will be used in place of paper worksheets to supplement instruction for about 2,720 students daily. Based on actual copier usage amounts and lease rates for those two buildings and instructional leader estimates of reductions, percentages are conservative. The district will no longer need to purchase Study Island at OWMS or GOHS as it will move to Florida Virtual and Plato for this type of supplemental instruction. This will save \$17,723 a year. The district will save the following amounts due to moving to online textbooks for the following courses: In FY16 we will not spend \$72,050 for Spanish I & II; in FY17 we will move to digital math (Algebra) courses at GOHS saving \$143,236; and, in FY18 we will move to digital math texts at 7th & 8th grade instead of the planned textbook replacement which will easily cost \$74,554. In total this conversion to digital textbooks saves us \$289,840. The district has a five year plan in place for textbook replacements and these are actual courses that will not be replaced. The money will truly be saved. No other courses will be ordered in their place. The district's annual savings will be at least \$46,611 and being much higher most years due to the non-replacement of textbooks with the new online curriculum. (For instance, in FY17 the savings will be \$191,870.)

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The program will remain sustainable after June 30th of the grant year due to reliance on renovating our technology, staff, curriculum and labs. The proposal is investing in building our staff's capacity, increasing accessibility of content and reconfiguring our school to position us to better utilize resources to which we already have access. Presently, we cannot fully utilize all of these resources due to our inability to provide

all students with computer/online technology. Lastly, the collaborative partnerships that we have already established and will establish in the future will allow us to receive assistance from our partners at no financial cost to us. They are partnering with us because it's in their best interest to invest in our students' learning as they (our partners) will reap the benefits when our graduates either enter their institutions of higher learning and/or when they enter into the workforce.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range August 2013 - April 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

1) Creation of process to better communicate college/career readiness attainment to students/ parents; 2) Realignment of high school course pathways to match course offerings, career tech programs and college majors; 3) Informed middle school of career pathway changes and provided with information to begin educating parents; 4) Conducted College/Career Readiness information nights for middle / high school students; 5) Realigned/redesigned high school course offerings/descriptions and made available to parents/students in an online format instead of the former paper handbook; 6) Revised course scheduling process to include 1 on 1 meetings with incoming 9th grade families; 7) Launched middle school STEM and 9th Grade STEM; 8) Launched 1 to 1 Chrome Book 9th grade initiative; 9) Unpacked and aligned online PLATO curriculum in English and math to match our high school courses in these content areas; 10) Hired online PLATO support person to better facilitate/monitor credit recovery; 11) Staff members piloted process of blending Florida Virtual School online curriculum with traditional curriculum; 12) Had 13 staff members attend blended learning workshop; 13) Established blended learning committee; 14) Partnered with Ohio State University, Malone University and University of Mount Union; 15) Conducted STEM Lab audits with University of Mount Union's Engineering Department Chair and Malone University's School of Nursing Dean; and, 16) Researched Naviance

* Anticipated barriers to successful completion of the planning phase

1) Continuing to pilot the use of Florida Virtual and PLATO online curriculums that are presently available so teachers can learn best teaching practices in a blended learning environment; 2) Expanding blended learning committee in the 9th grade to grades 7, 8, 10, 11, and 12 in core content areas; and, 3) Completing the creation of the master schedule at both Oakwood Middle School and GlenOak High School prior to the end of June in order to position ourselves for initiating grant activities in July

18. Implementation - Process to achieve project goals

* Date Range July 2014 - August 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

July 1, 2014 - October 30, 2014: Project management team assembled; Convene steering committee of key stakeholders to guide implementation and work flow processes; Steering committee will meet weekly for entire grant period; Hire a district level grant coordinator; Create logistics team; Begin to create the marketing of grant with talking points; Hold district level administrative meeting to discuss grant and vision; Convene leadership teams at middle school and high school; Logistics team will make recommendations on classroom updates and locations to steering committee; Selection process will be created to fill logistics, steering and leadership committees; Plain Local Board of Education will begin bid process for classroom redesign; Bid process will be completed and bid award winner will be approved through the Plain Local Board of Education; Audit will be completed of technology infrastructure; and, Monthly progress report by project management team. November 1, 2014 - March 1, 2015: Project management team will meet with steering committee weekly; Reports will be reviewed from chief financial officer; Contracts will be reviewed and approved for service providers in all areas; Monthly professional development for entire teaching staff (1-2 days) ; Focus groups will be created in community to discuss impact of grant and develop scope and sequence with project management team and steering committee; Design and ensure pathway alignment with new on-line curriculum with recommendations presented to project management team and steering committee; Select 14 teachers who will assist with grant implementation in classroom setting; and, 14 teachers along with project management team and steering committee will visit model school. April 1, 2015 - August 1, 2015: Project management team reports to ODE survey stakeholders; Monthly PD for all staff; Grant funds allocated; Final implementation approval by BOE; and, Annual report to community

* Anticipated barriers to successful completion of the implementation phase.

1) There will be a very short amount of time in order to provide the necessary professional development to our staff before the school year begins. Professional development will need to occur with respect to the utilization of Florida Virtual and PLATO online curriculums in order to

create blended learning environments for our students. Additionally, professional development through Apple's Education Division will need to occur in order for our teachers to learn best practices on how to best utilize the new laptop computers that every student in their classrooms will have with them every day. 2) Communication with parents and students will need to occur in a short amount of time in order to inform them of the changes that will be occurring in our 7th - 12th grade classrooms. 3) Uploading all student information into the Naviance System in order to have it ready for counselors to begin using when they begin their official work year in the second week of August 2014.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range June 2019

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

We are committed to a thorough evaluation that will produce key information and findings as to how well our innovative model achieved our intended outcomes. Our methods for evaluation will consist of both quantitative and qualitative measures. Quantitative measures will include data analysis of student achievement outcomes both internally and compared to comparable schools from across the state and nation including data analysis of teacher and staff development outcomes and data analysis of specific performance measures for our teachers. Qualitative measures will include surveys with students, teachers, parents, stakeholders and partners. We have identified the following measures to be key benchmark indicators in the attainment of our goals. Each will be measured relative to our established goals. One anticipated barrier will be our transition to new state assessments and measuring student performance and growth with this variable. The increase in overall achievement rates on state assessments will occur both in terms of levels of proficiencies and growth. These include the percentage of students obtaining a passing score on national assessments; the increase the average score on national assessments; the increase of percentage of students who earn a COMPASS score at or above the college readiness benchmark; the increase of percentage of students participating in advanced level course work; the percentage of students enrolling in college after their senior year; the percentage of students attaining a state diploma with honors; the percentage of students needing college remediation; and, budget expenditure reductions in salaries.

* Anticipated barriers to successful completion of the summative evaluation phase.

We anticipate no barriers for the summative evaluation process.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The major change that will occur after the implementation of this project is total destruction of barriers and the mass construction of bridges. Through the construction of four key bridges, we will empower students, equip families and eliminate economic disparities. Student empowerment will occur through the destruction of traditional textbooks and class periods ranging from 50 minutes to 90 minutes in length that place time barriers on rigorous content to the construction online digital content bridges that are accessible 24-hours a day. Students and families who access this bridge will no longer experience time and accessibility barriers that are caused by the limitations of class schedules. When Florida Virtual and PLATO online content is fully implemented in our traditional classrooms, a shift of power will occur that places students and families in the driver's seat of their learning. For many of our families, helping our students find their niche is a tough task. Our current process, despite a multitude of efforts to create pathways by providing parent information meetings, allow us to conduct panel discussions and provide personalized recruiter visits. Our families are still powerless and frustrated due to our inability to immediately respond to their college application questions. Naviance will serve as a family's navigation system, empowering them with a robust approach to identify careers, choose academic courses, apply to college and find potential scholarship offers. All of these are placed at their fingertips and can be accessed through one portal that directly links them directly to their school records, counselor, potential colleges and business professionals. This system will not only help families navigate the college process, but will also empower them to lead their child along this journey that begins in 7th grade. When we provide a systematic approach to goal setting, unlimited access to student learning and 24-hour academic advancement, we have two additional responsibilities to ensure: 1) equal access for all students; and, 2) mentorships. A fully implemented 1:1 environment that is provided to all students is a necessity. When all students have 21st century educational tools, they are no longer restricted by their lack of resources that often stifle or impoverish hopes and dreams. For the at-risk, underperforming and underrepresented students (URS) who will need a mentor, academic coach or simply a friend, we have removed our accessibility barriers by opening our doors and reaching out to community agencies, colleges/universities and business to help students dream big. Once linked they will aid us in our efforts to push our students towards success; hence, creating The Eagle Experience: Eliminating Barriers, Building Bridges.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Because of large numbers of students who are at-risk, underperforming, or meeting/exceeding academic standards but failing to grow at the highest levels, we must revolutionize instruction. A 1:1 technology initiative will provide immediate supports through online curricular resources that will be blended with traditional content to remediate, provide additional needed on-level instruction, and provide stretch learning. This will allow ALL learners to achieve/grow at maximum levels. Also, through mentorships and summer bridge programs, to re-teach, pre-teach, and/or stretch learning to higher levels, we will completely change teaching and learning. Lastly, we must help students properly investigate college/career options and assist them in the college application process. To assist, we will utilize a program called Naviance to be implemented by our counselors and used by students, parents, and counselors. The goal of the Summer Bridge is to stop what is widely known as the summer slide. Johns Hopkins University studied this phenomenon extensively and tracked Baltimore students from 1st grade to age 22 and found that low-income children made as much progress in reading during the academic year as middle-income children, but their skills slipped away more during the summer months. Researchers concluded that two-thirds of the 9th grade reading achievement gap could be explained by unequal access to summer learning opportunities during elementary school. Blended learning enables teachers to provide both intervention and academic advancement. Former U.S. Secretary of Education Arne Duncan said, "Teachers need to incorporate digital content into everyday classes and consider open-source learning management systems." We believe this and also believe that as schools transition to focusing on maximizing student growth, we are forced to transform our delivery system. Regarding 1:1 technology initiatives, a study by the Project RED team, 'The Technology Factor, Nine Keys to Student Achievement and Cost Effectiveness (2011)', found that students in 1:1 programs outperform across all education success measures compared to those in higher student to computer ratio environments (www.projectred.org). Student collaborations and project-based lessons are fundamental instructional tools in 1:1 environments. Such collaborations and learning occurs on a regular basis in our middle school and 9th grade STEM programs at Oakwood and GlenOak, respectively. To achieve maximum student growth our 9th grade STEM teachers have also emphasized mastery learning. We believe we must replicate this model for all of grades 7-12 in order to truly change teaching and learning. Lastly, Naviance will serve the purpose of indoctrinating students and families into the college and career readiness conversation as early as their 7th grade. It begins with the creation of personal interest inventories and links this information to students' testing data, middle/high school schedule, and college acceptance requirements while providing counselors with the opportunity to track students' progress. Naviance has a proven track record as Yonkers Public School District (YPS) reported in their case study: Through the use of Naviance, YPS has not only improved college access throughout the district but has also seen a tremendous increase in financial aid and scholarship dollars secured by its students. In 2008, prior to the full adoption of Naviance, college-going intentions for seniors was 67%. In 2012, close to 91% of YPS seniors applied to colleges and 76% of seniors intended to enroll in four- or two-year colleges. Since using Naviance scholarship tools, YPS has more than doubled financial aid and scholarship awards from \$23 million in 2010 to over \$49 million in 2012. YPS attributes these increases to the variety of college and career-readiness programs offered as well as improved student awareness of opportunities and resources available.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Brent May Superintendent Plain Local Schools 901 44th St NW Canton OH 44709 (330) 492-3500 mayb@plainlocal.org Internal Evaluation

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

ACT has determined that students who score a 24 on their exam have a 50% chance or better of earning a C or above in a freshman level college course without the need for remediation. We believe that if we communicate college admission requirements as early as 7th grade, we can increase our students' college attainment and opportunities for success. Through the careful monitoring of our student scheduling process, college application process and review of strategic assessments like the PSAT, COMPASS and AP exams, we can begin to provide support (Bridges) in places of identified barriers. Through our new digital monitoring features found in the requested online curriculum, Naviance and Apple computers, we can better anticipate our barriers and provide student support to keep them on track leading to rigorous courses. The middle school would monitor students who are taking enriched courses for high school credit while our high school would monitor students enrolled in honors and AP and Dual Credit courses.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

The short term goal is communicating our message to all key stakeholders. The second goal is to maximize teacher and student usage monitored through the robust reports found in our technology management software, PLATO and Florida Virtual online curriculum and Naviance college progress monitoring tool. If our leading indicators determine that our online courses are not being utilized, we have a Digital Content Support specialist that will provide in class support for online curriculum assignments and student orientations.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The ultimate goal of this project is to improve student achievement and growth for all students and to eliminate all learning gaps that presently exist between the overall student population and any student subgroups. This will be accomplished by making learning relevant for all students and by providing the supports necessary to enable all students to succeed and grow, meaning supports for intervention, core instruction, and enrichment when each is needed. Attaining this goal will result in increases (unless noted as a reduction below) in the following measures which will be monitored regularly throughout and after the grant period for the overall student population as well as for subgroups who have previously demonstrated an achievement gap (ie, economically disadvantaged, students with learning disabilities,

minority students, etc.): achievement scores on all state assessments in 7th grade and above; student growth from year to year as measured by grade level/course, building, and district value-added data; PSAT scores; ACT scores; ACT Quality Core EOC Exams in high school (eventually replaced by Next Generation Assessments); percent of students attaining State Diploma with Honors; percent of students enrolling in enriched courses (middle school); percent of students enrolling in honors, dual enrollment, and Advanced Placement (AP) courses; average of all AP Exam scores (possible scores are 1 to 5) within each subject; percent of students achieving passing scores on AP exams (3, 4, or 5); percent of graduates enrolling in college and percent of our graduates graduating from college; reduction in student failure rates at all grade levels; reduction in college remediation rates; attendance rate at school; and, percent of students involved in academic extracurricular activities (ie, science Olympiad, science fair, Ohio Model United Nations, Robotics Team, etc.). By the end of the grant period, the goal is that we will have completely revolutionized how teachers teach and how students learn so that teaching and learning will no longer be viewed as things that take place only when the teacher and students are physically in the classroom. Teaching and learning can and will take place in and out of the traditional classroom. In fact, teaching and learning may transform into having a new classroom, and that classroom could be anywhere but the traditional classroom. The practices we are looking to put in place will not cost us any additional money in the long run. We will simply be providing teachers and students with the tools (technology devices) to utilize the resources that already exist (available online curriculum resources that we now have through PLATO, Florida Virtual, and even other online resources that we presently use but cannot fully maximize due to not all students having a device to access the Internet). Also by the end of the grant period, there will be thousands of additional online learning resources that will be available to students and teachers and many of them will be free open sources. The money that will be saved through a lesser dependence upon the purchase of physical textbooks and by not having to spend hundreds of thousands of dollars updating computer labs will that will no longer be necessary will enable us to continue the 1:1 technology initiative after the grant period. Additionally, the collaborative partnerships that we will establish will continue without funds needed to support them so we will be able to continue our summer bridge programs to pre-teach and/or re-teach content to students.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

*** Student Achievement**

To ensure that our work will lead to the attainment of our intended project goals, we were purposeful in creating S.M.A.R.T goals. Each goal was analyzed to determine the objectives that must be accomplished within the goal. Each of the objectives were aligned with a set of concrete criteria, benchmarking data points, and a time frame for measuring progress made toward expected attainment. 1) Student Performance Benchmarks State Assessments: increase the percentage of students scoring in the proficient range and above by 7% each year for 5 years or until 100% are proficient; common quarterly benchmarking that is aligned; and, increase the percentage of students showing "above" expected growth on state approved growth measures by 5% each year for 5 years. 2) Student Performance Benchmarks National Assessments: increase the percentage of students who obtain a passing score by 5% each year for 5 years or until 100% are passing; increase in the average score by 0.1 points per year for the next 5 years; and, increase the percentage of students who earn a COMPASS score at or above the college readiness benchmark by 5% each year for the next 5 years. 3) Student Participation Benchmarks: increase the percentage of our student body who participate in advanced level course work by each year by 5% for the next 5 years; increase the percentage of students enrolling in college after their senior year by 3% per year for the next 5 years; increase the percentage of students attaining a state diploma with honors by 2 percent each year for the next 5 years; and, decrease the percentage of our students needing college remediation by 5% each year for the next 5 years.

*** Spending Reduction in the five-year fiscal forecast**

The purchase of Plato for GlenOak High School (GOHS) for all students will mean that the district will no longer need to employ a full time aide to run a Plato lab. This will save \$14,755 per year in salaries. The district will save \$10,086 in benefits due to the staff member reduction in each of the five years. (The district is large and has open unfilled positions so there can truly be a position reduction.) Copier costs at GOHS and Oakwood Middle School (OWMS) will be reduced by 25% (savings of \$2,023) in FY16 and 50% in FY17-FY20 (savings of \$4,047 per year). This reduction is due to the ability to take tests online to ready students for state online testing. Plato and Florida Virtual will be used in place of paper worksheets to supplement instruction for about 2,720 students daily. Based on actual copier usage amounts and lease rates for those two buildings and instructional leader estimates of reductions, percentages are conservative. The district will no longer need to purchase Study Island at OWMS or GOHS as it will move to Florida Virtual and Plato for this type of supplemental instruction. This will save \$17,723 a year. The district will save the following amounts due to moving to online textbooks for the following courses: In FY16 we will not spend \$72,050 for Spanish I & II; in FY17 we will move to digital math (Algebra) courses at GOHS saving \$143,236; and, in FY18 we will move to digital math texts at 7th & 8th grade instead of the planned textbook replacement which will easily cost \$74,554. In total this conversion to digital textbooks saves us \$289,840. The district has a five year plan in place for textbook replacements and these are actual courses that will not be replaced. The money will truly be saved. No other courses will be ordered in their place.

*** Utilization of a greater share of resources in the classroom**

*** Implementation of a shared services delivery model**

*** Other Anticipated Outcomes**

25. Is this project able to be replicated in other districts in Ohio?

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

*** Explain your response**

The time it would take to implement this project in another district would vary greatly upon what programs the district already has in place. For example, if the district presently does not have any online curriculum programs such as Florida Virtual and/or PLATO, then it would first have to acquire those programs. It would be best replicated in a district that is already part of a consortium of districts that have already purchased and are using Florida Virtual and PLATO with at least a small number of students so that there is already a familiarity with the resources. Such a district would most likely already have wireless Internet access installed within its buildings. Given this situation, then the project could most definitely be replicated in other districts. It would take such a district a couple years to establish the collaborative relationships with higher education partners such as the ones we have already established. Once those are in place to assist with the summer bridge and mentorship programs that we plan to implement, then it would simply take a few months of planning before entering year #1 as we hopefully are about to enter beginning July 1st.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Brent May, Superintendent, Plain Local Schools, April 18, 2014

Consortium

Plain Local (049932) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Brian	Matthews	330-491-3790	matthewsb@plainlocal.org	Oakwood Middle School	024505	2300 Schneider St NE, Canton, OH, 44721-3360	
Tamiko	Hatcher	330-491-3800	hatchert@plainlocal.org	Glenoak High School	013714	1015 44th St NW, Canton, OH, 44709-1613	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Ken	Sigler	614-247-6590	sigler.62@osu.edu	Ohio State University College of Dentistry		Room 0114 Postle Hall, 305 West 12th Ave, Columbus, OH, 43210	
Kendra	Preer	330-494-6170 ext 4174	kpreer@starkstate.edu	Stark State College of Technology	062455	6200 Frank Ave NW, North Canton, OH, 44720-7228	
Kayla	Johnson	330-994-1443 ext 314	kjohnson@csstark.org	Next Level Employment		Community Services of Stark County Inc, 408 9th St SW, Canton, OH, 44707	
Eric	Curts	330-445-2283	eric.curts@email.sparcc.org	Stark/Portage Area Computer Consortium		2100 38th St NW, , Canton, OH, 44709	
Tom	Turner	330-489-1000	tom.turner@cantonmercy.org	Mercy Medical Center		1320 Mercy Dr NW, , Canton, OH, 44708	
Chris	Matinides	330-433-0333	cmatinides@neo.rr.com	Dr Matinides Chris DDS		6535 Market Ave N, Suite 105, North Canton, OH, 44721	
Erwin	Su	330-494-1993	drewinsu1@yahoo.com	Dr. Erwin Su DDS		6655 Frank Ave NW, , North Canton, OH , 44720	
Nick	Morris	330-409-8995	nmorris@starkparks.com	Stark County Park District		5300 Tyner St NW, , Canton, OH, 44708	
Krysta	Bennett	419-345-7795	krystab@questrs.org	Quest Recovery and Prevention Services		1341 Market Ave North, , Canton, OH, 44714	

Implementation Team

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Joe	Andrews	Director of Technology	Overseeing the implementation of the 1 to 1 Technology Initiative. Team members will include: District Technology Department, GlenOak High School and Oakwood Middle School Principal teams and Teacher Leaders within grades 7 to 12.	More than six years as a technology director for two different districts; Former elementary teacher and building technology integrationist; Former elementary teacher and building technology integrationist	Skilled in delivering professional development pertaining to technology to staff; Has worked to establish relationships with various technology providers; Experience in placing and managing large scale technology purchases such as iPads and Chrome Books for entire grade levels; Has established a relationship between Plain Local Schools and Apple's Education Department	
Tamiko	Hatcher	GlenOak High School Principal	1) Leading the team that will oversee the science lab renovations at GlenOak High School. Team members will include Dr. Osama Jadaan, Head of University of Mount Union Engineering Department and former member of the University of Wisconsin Engineering Department; James Martell, Physics/AP Physics teacher; James Walbeck, Engineering teacher; Bob Ulrich, Honors Biology/AP Biology teacher/registered nurse; Peggy Johnson, Advancement to Nursing Instructor/registered nurse; Kristen Wellman, Anatomy & Physiology teacher; Leigh Anne Kummer, Health Sciences Academy Principal. 2) Leading the GlenOak Counseling Team in the Implementation of Naviance. Team members will include Kristen Zurbuch, Guidance Counselor/former college admissions counselor and Gayle Kimbrough, Guidance Counselor/former English teacher. 3) Collaborating with Oakwood Middle School Principal, Brian Matthews to oversee the Summer Bridge Programs. Team members will include Dr. Osama Jadaain, University of Mount Union Engineering Department; Kendra Peere, Stark State College's Upward Bound Program; Math, Science, and English Language Arts lead teachers	2 years as GlenOak High School Principal; 2 years as a GlenOak High School Academy Principal; Served as a building administrator outside of Plain Local; Former high school science teacher	Established the GlenOak High School STEM Program in 2013, 2014; Has worked to already establish collaborative partnerships with the University of Mount Union, Stark State College, Malone University and the Ohio State University	
Brian	Matthews	Oakwood Middle School Principal	1) Overseeing STEM lab renovation at Oakwood Middle School. Team members will include the Oakwood Middle School STEM teaching team. 2) Collaborating with Oakwood Guidance Counselors to implement Naviance. Team members will include Matt Gagnon, School Counselor and Jenna Steinberg, School Counselor. 3) Collaborating with Tamiko Hatcher, GlenOak High School Principal, to oversee the Summer Bridge Programs. Team members will include the Math, Science, and English Language Arts lead teachers.	Approximately 15 years of experience in building administration including six years as Oakwood Middle School Principal; Former math and science teacher	Oakwood Middle School has achieved above expected student growth and has been recognized by Battelle for Kids for being one of the leading schools in achieving student growth in Ohio; Established the Oakwood Middle School STEM program in 2012-13; Has established	

					collaborative partnerships with various Stark County businesses in STEM fields; Secured \$20,000 donation to the Oakwood Middle School STEM Program from an area business	
David	Pilati	Director of Curriculum	Overseeing the delivery of professional development to staff to incorporate blended learning into staff's instructional delivery. Team members will include: Joe Andrews, District Technology Director; Cassandra Sponseller, Director of Teaching and Learning; Heather Andrews, District Coordinator of Digital Learning; Mark Parent, Director of Special Education; Tamiko Hatcher, GlenOak High School Principal; Brian Matthews, Oakwood Middle School Principal; and, Various teachers who have already been teaching using Florida Virtual Curriculum.	Six years in curriculum administration; Six years as a high school assistant principal; 10 years as a high school math teacher	Experience in planning, coordinating, securing, and delivering professional development to staff; Experience in budgeting district resources	